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ABSTRACT

The guide presents an overview of a national contest designed to make history come alive to students in grades 6 through 12 through imaginative projects, original performances, media presentations, and papers. Students submit their entries into contests in which they are judged by historians, educators, and other experienced professionals. District winners attend state contests, and winners compete in Washington, D.C., in the National History Day competition. The guide briefly discusses the contest theme, awards, divisions, contest categories, and topics for entries. Rules and suggestions are first stated in general terms, and then specifically stated by entry categories: (1) the historical papers category (poetry, diaries, and fictional accounts); (2) the project category (displays, reliefs, overlay maps, reconstructions, charts, and models); (3) the performance category (lectures, demonstrations, puppet shows, pantomimes, or plays); and (4) media presentations (video recordings, motion picture, slides, films, and transparencies). In addition, judging procedures are detailed with attention given to adherence to the theme and rules, quality of presentation, and historical quality of the entry. The guide also offers suggestions for teachers and is designed so that it can be used for several years. (LH)

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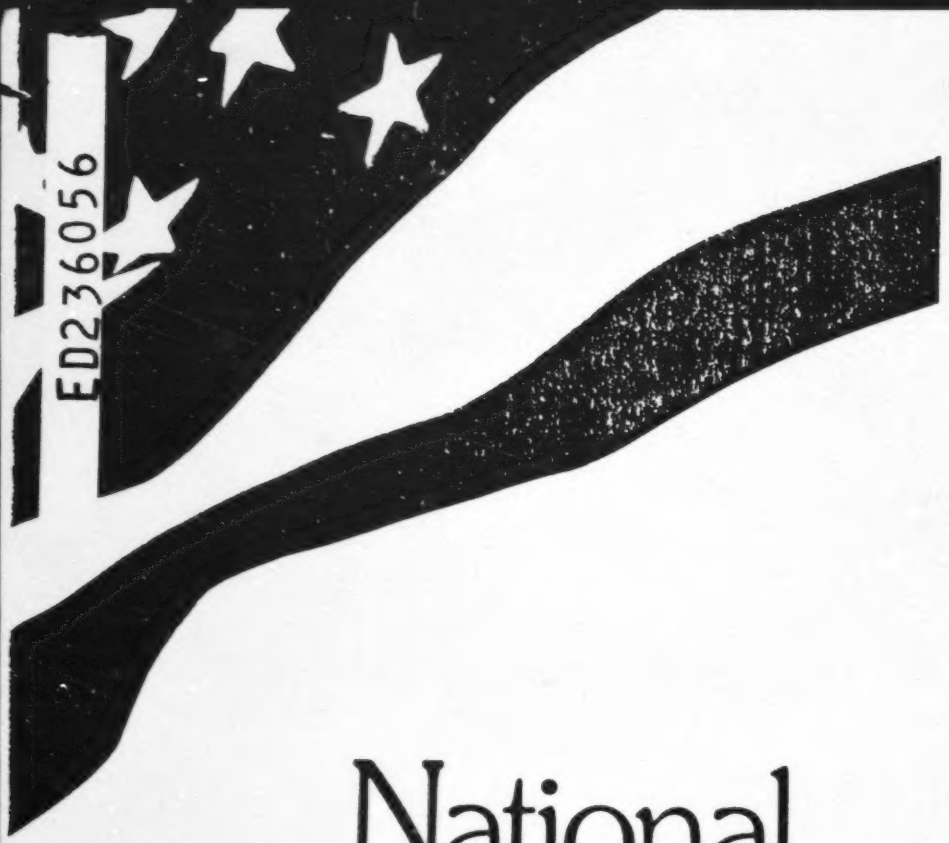

National History Day

Contest Guide

SO 014 837

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NATIONAL HISTORY DAY

CONTEST GUIDE

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I. CONTEST OVERVIEW

A. INTRODUCTION

History Day is an exciting program that encourages young people to explore a historical subject related to a yearly theme. The contest day itself is the culmination of a series of activities that are designed to help students learn more about history using the content and methods of the social studies, language, literature, and the arts. Students make history come alive as their research leads to imaginative projects, original performances, media presentations, and papers. Research may lead students into such areas as oral interviews, newspaper or manuscript collections, family letters and photographs, or historical sites.

Students in grades 6 through 12 in participating states submit their entries into contests in which they are judged by historians, educators, and other experienced professionals in related fields. Students visit another school, a college campus, or a historical organization where district competitions are held. They meet students from other schools, exchange ideas, and compare the quality of their historical work. District winners attend their state contest, and winners from all participating states converge on Washington, D. C., for the National History Day competition in mid-June.

This guide is designed to help students whether they work alone or with other students, and it should be read carefully. The guide contains regulations and rules that entrants must follow and many hints and suggestions that students may find useful as they develop their History Day entries. Teachers will receive more information on topics, sources, and deadlines.

The final product that a student submits for judging must be his or her own work. Students may try out ideas on parents, teachers, and friends and may ask them for help in locating information, too. Students should also investigate local libraries, museums, and historical organizations for research help. Adults may be asked to perform a critical reading of a paper or to evaluate a project, performance, or media presentation. Students, however, must prepare and set up their own projects or mount and execute their own performances or media presentations.

B. THEME

Each year a broad theme is selected for the focus of the History Day program. A topic may be selected on any aspect of local, regional, national, or world history: however, an entry must relate to the theme in some way. The relationship of the chosen topic to the yearly theme must be made explicit in the entry regardless of the category selected.

Analysis, not just description, must be a part of an entry. A clear demonstration of the function or impact in history of the selected topic and/or of history on that topic will mark superior entries. Entries that merely describe a topic will be considered of lesser quality.

For example, an entry that describes or depicts the events of a battle may be expertly executed and well-researched; however, unless the importance and function of that battle in the context of the war (or warfare) is also clearly demonstrated, the entry will be adversely judged under the historical quality category.

C. AWARDS

At each level of competition, students are recognized through certificates, medals, trophies, monetary awards, or special prizes that may vary from year to year. But the most important prizes are invisible ones. Students are rewarded with the discovery of the tools, techniques, and talents for historical research. In addition, participants gain the prize of new knowledge acquired through personal effort.

D. DIVISIONS

National History Day competition has two divisions according to school grade:

Junior Division - grades 6, 7, and 8
Senior Division - grades 9, 10, 11, and 12.

Entries in each division are judged separately at all levels of competition.

E. CONTEST CATEGORIES

Students may enter ***one*** of the six categories listed below:

historical paper (individual only)
individual project
group project
individual performance
group performance
media presentation (individual or group).

Each category in each division is judged separately. Groups are 2 to 5 students. A paper must be the work of 1 student.

Students should choose and develop entries in which they can make best use of their own special abilities and interests. For example, if a student has a strong artistic bent or a talent in some craft, find a way to show it off in a project, performance, or media presentation. If a student enjoys creative writing, try expressing research as historical fiction or as an epic poem. Students working in groups should pool their talents.

Each category has a certain emphasis--a written presentation, a visual presentation, a live presentation, a presentation using media equipment. A student should choose a category through which his or her topic can be conveyed best. The choice of a category will dictate the emphasis of the presentation, and "hybrid" entries that might fit into more than one category are discouraged.

Many written resources are available, in addition to style manuals, that can help a student in the technical problems presented by the categories: for example, model building, exhibit design, set design, script writing, slide preparation, use of media, etc. Librarians, media center directors, museum personnel, teachers in the arts, arts specialists, and community people in appropriate fields are only a sampling of the human resources beyond the individual classroom waiting to be tapped.

F. TOPICS FOR ENTRIES

Themes for History Day open the way for topics in local, regional, national, and world history. Limited topics are necessary in order to develop them adequately. Topics must, however, be related to the broader context of history in terms of the yearly theme. With many History Day themes the best material and the most rewarding topics may come from the surrounding community and its history, but a world-wide range of topics is available.

Any entry will be better and more valuable if it has special meaning for the student who creates it. Students should begin selecting a topic by asking questions such as,

- How does the theme relate to me, to my surroundings, to my experience, and to my interests?
- How can the theme help me to explore something that I have always wanted to investigate?
- How can my topic help me do something better at school?

Whatever a student's questions are, History Day may provide the opportunity to seek the answers.

The ideal topic is one,

- that interests the student,
- for which adequate resource material exists (including first-hand accounts, other primary sources, or outstanding secondary sources),
- that can be developed adequately within the limits of time and space available in a History Day contest,
- that can be clearly related to the theme, and
- that enables a student to use his or her special talents.

II. GENERAL RULES AND SUGGESTIONS

These rules apply to all categories in addition to the specific rules in Part III.

Rule 1. No student may submit more than one entry.

Rule 2. Entries submitted for competition must be researched and developed during the current school year.

Rule 3. Each level of competition has deadlines that must be met in order for entries to be judged.

Teachers receive contest and deadline information from the coordinator at each contest level. Although teachers tell students about deadlines, students should plan their own timetables, allowing enough time for problems, and be responsible for their own work without expecting reminders from teachers. Questions about deadlines should be directed to coordinators, who retain sole authority over such matters.

Rule 4. Entry forms must be filled out completely and accurately for each contest.

Students should take special care to indicate the proper division and category and any equipment needed.

Rule 5. Students are responsible for all facets of their entries and must set up exhibits, props, or equipment at the contest.

The following exceptions are made: (1) papers may be typed by someone other than the student; (2) students may have adult help within reason in carrying and placing heavy items. Students using media to supplement other categories should especially note media category rules. See also specific comments under individual categories.

Rule 6. All entries will be judged in relation to the yearly theme.

Rule 7. Entries must demonstrate some original historical research.

Rule 8. Every entry must have a title which is clearly visible and/or stated.

The title can be just the name of the topic, but an imaginative title might attract the interest of the judges and visitors at History Day events as well as convey the subject of the entry.

Rule 9. A title page is required as the first page of written materials in every category. The title page must include: the title of the entry; the contest division; the students' names and grades; the school name and full address; the teacher's name; the district number and contest date.

Rule 10. Every entry must clearly credit sources of information including visual material and oral material such as interviews.

Copyright law affects and protects most products including the written word, an artistic production, or the photographic image. Regardless of the category, caption credits, footnotes, and complete bibliographic entries must be included. Judges are quick to note omission of credits.

Rule 11. A bibliography is required for all categories in both divisions.

A bibliography is a list of all the sources consulted in researching and preparing the entry. All information should be carefully checked for accuracy as research proceeds and again when the bibliography is prepared. It is useful to divide sources into primary and secondary sources.

Primary sources are first-hand accounts of an event, a person's life, and other historical facts. They include eyewitness accounts, newspaper stories, diaries, journals, autobiographies, memoirs, government documents, photographs, and letters. It is wise to use as much information of this kind as possible for original research.

Secondary sources are usually written by people who were not present when the event occurred or the person under study was alive. They are written by scholars who have themselves carefully studied primary source material and drawn their own conclusions from it. Secondary sources include general histories, biographies written by people who lived after their subject's death, encyclopedias, dictionaries, editorials, fictional literature, and textbooks.

Source materials are available in school or local libraries, but information and source material may also be available in historical societies, museums, and even in a family attic. Scrapbooks, publications for special celebrations, government publications, and family photograph albums can often provide valuable information.

An *annotated* bibliography is often the best way to give credit and to clarify how and why certain sources, resources (places or people, for example), or objects were used in researching or producing an entry. Teachers or librarians will be helpful in establishing the correct format for the bibliography. It may also be useful to consult the most recent edition of Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* or some other standard style manual available in the library.

The History Day committees and sponsors will not be responsible for loss or damage to exhibits, equipment, or personal belongings during the contest activities.

III. RULES AND SUGGESTIONS BY CATEGORY

A. HISTORICAL PAPERS CATEGORY

All general rules in Part II also apply here.

Rule 1. Papers must be no less than 1,000 and no more than 2,500 words in length (excluding footnotes, bibliography, and supplemental material).

Poetry, diaries, and fictional accounts will be accepted as entries provided that they are based on documented historical fact. Diagrams, illustrations, photocopies of documents, or photographs can make a paper more interesting and convey information crucial to understanding the topic. Illustrations should be functional, not mere decoration, and should be related to the text by captions so that the function or relationship is clear. Illustrative material should be mounted neatly, captioned (including a credit to the source), and bound with the written material. Judges have a limited time to spend reading and assessing each paper. Long appendices or many supplemental materials are not encouraged since they generally receive little notice. Resource materials should be described as necessary using an annotation in the bibliography, not reproduced as an appendix, for example.

Rule 2. Footnotes and a bibliography are required in both divisions and must be attached at the end of the paper.

The purpose of footnotes is to give credit to the source of a specific idea or quotation used in the paper. In general, each paper is a unique way of looking at the subject; students should always try to use their own words even though ideas have come from other sources. However, occasionally an author's words are worth quoting exactly. Quotation marks are used to set off shorter quotations; longer passages are set off by indenting and double-spacing before and after. All quotations must be numbered consecutively, and all necessary information must be included in footnotes at the end of the paper. Specific information on footnote form is available in Turabian's ***A Manual for Writers of Term Papers, Theses and Dissertations*** or another standard style manual. The bibliography should follow the footnotes.

Rule 3. All papers must be typed or legibly handwritten on 8½ by 11 paper with 1 inch margins on all sides.

The physical appearance of the paper--whether typed or in longhand--will be considered by the judges; correct form and neatness are an important part of good work.

Rule 4. The original and two copies of a paper must be submitted with the appropriate entry form in time for the deadline established for the contest.

Second and third copies of the paper should be as clear and readable as the first since each goes to a separate judge at each contest level. A copy of the paper should be retained in case there is a problem at any contest level. Many winning papers are published by contest officials, and students must be prepared to give permission for such publication.

Some additional suggestions.

Regardless of the literary format selected, the entry should be organized with a clear focus and progression. The paper should have a beginning (which introduces the subject briefly), a middle (in which the main body of research is presented and ideas are developed), and an ending (which summarizes and concludes). The evidence or examples should be clearly stated; the sources should be given in the footnotes.

A topic should be chosen carefully and focused so that it can be developed thoroughly within the word limit. Most of the research should be complete before writing is begun. Research usually produces more information than one can use in writing; selection of the best information to use is an important part of good writing. Outlining and organizing material may also suggest that more research is necessary in a given area. The choice of an unusual subject or an unusual way of dealing with a subject may be desirable, but deficiencies in the mechanics of writing will not be overlooked. On the other hand, the "mechanical" excellence of a paper will not compensate for little imagination or poor sources. In either case, the requirements for analysis and relation to the yearly theme must be primary concerns.

Good writing is clear writing. The historian who writes well uses plain English, simple sentences, and avoids slang (except, of course, in creative writing where slang may fit the mood).

Before the paper is typed or handwritten in its final form, all rules and suggestions should be reviewed. The bibliography and footnotes should be double-checked for accuracy. All parts of the final paper should be carefully proofread before it is copied for submission.

B. PROJECT CATEGORIES

All general rules in Part II also apply here.

Rule 1. Overall size of the project must be no larger than 40 inches wide, 30 inches deep, and 6 feet high.

A project may be a display, a relief, an overlay map, a reconstruction, a chart, or a model. It may contain written material in caption or label form that accompanies and explains drawings, photographs, maps, or displays of objects. The point of research and planning in the project category is to condense and

synthesize the topic into a *visual* presentation that is self-explanatory.

Rule 2. **If tape recorders are used for added audio effect, sound may not run more than 3 minutes. Audio may not be an introduction or supplemental narrative by students. Audio and other media devices (slides, video, computers, etc.) used in projects may not occupy more than 3 minutes total time. Viewers and judges must be able to control media devices when a student is not present. Any media devices must also fit within the size limits.**

Rule 3. **Student-composed written materials that are used in a project (excluding the items in Rule 4 below) must contain no more than 1,000 words.**

Rule 4. **Three copies of a 1 to 2 page description of the ways in which the project was researched and developed must accompany the project at the contest. The description should conclude with a paragraph that analyzes the relationship of the topic to historical events, developments, or change, and to the theme itself.The first page of this description must be the title page. The bibliography must be attached to the description.**

Rule 5. **Students must be prepared to answer judges' questions about their projects. Students will not be allowed to give an introduction or supplemental narrative.**

Some additional suggestions.

Topics should be chosen carefully and focused and interpreted so that they can be conveyed well in a project format. All research information should be gathered before beginning the final lay out of the project, but students should keep in mind the visual emphasis of this category as they carry out their research. Because of limitations on size and space, visual and written material must be organized very carefully. Enough illustrations, objects, and written material must be included to present the necessary facts, but a clear and concise visual presentation must be achieved. The final product must be self-explanatory to a person looking at the project. There will always be too much material; selection and refinement of the available materials is one of the most important parts of success in this category. Judges have no more than 10 minutes to spend with each project. Volumes of supplemental materials should not be included as a part of the project for judging.

A project entry may be compared to a museum exhibit. The project should have visual impact, invite exploration, and have a clear point of focus. The subject should be immediately evident, and each part of the project should relate to and illustrate or expand upon that subject in a clear manner. The title should

be an important visual part of the project as well as functional in conveying the meaning of the topic. Personnel at local museums may be good resources in this category.

Student-produced maps make good illustrations and may be mounted on the project or set on a table top. They may be made of any material that seems appropriate and marked with pins, flags, miniature objects, lights, labels, etc.

All illustrations should be large and clear enough to be seen and easily understood. Color can often be used effectively to emphasize and tie together the various parts of a project. Height placement, angles, and other exhibit devices can be used to focus and highlight. In some cases electric lights or clockwork can add interest and attract attention. The mechanical intricacies or the artistic talent of a project should not be allowed, however, to obscure or overwhelm the focus of the project or to mask content inadequacies.

Projects must be transported to each contest level. Sturdy backing--boards are better than cardboard, for example--should be used, but it must be manageable so that students can set up the project with minimal adult help. The backing may stand on a table or the floor; two or more sections with hinges will stand free and can be separated for travel. If a model is part of the project, it should be well-constructed and packed carefully. A check list, anticipating the unexpected, might include tools for repairs and items that may have to be replaced, such as tape, pins, hammer, nails, extension cords, or light bulbs.

C. PERFORMANCE CATEGORIES

All general rules in Part II also apply here.

Rule 1. **Running time for performances is limited to 10 minutes. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for the performance. Extra time used will result in a deduction of 10 points.**

Performances are entries that involve live/active participation /presentation by students in front of an audience--for example, a lecture, a demonstration, a puppet show, a dramatic reading, or a dramatization such as a pantomime or play.

Rule 2. **Students must supply all props and equipment (except a screen will be provided if requested on the entry card). Pianos are not provided.**

Rule 3. **Use of slides or other media as an accompaniment or to supplement the live performance is permitted. Students must run any equipment.**

Rule 4. **A student must state the title of the performance to the judges and audience at the start.**

Rule 5. **A 1 to 2 page description of the ways in which the performance was researched and developed must be provided at the contest. The description should conclude with a paragraph that analyzes the relationship of the topic to historical events, developments, or change, and to the theme itself. The first page of the description must be the title page. The bibliography must be attached to the description.**

Rule 6. **Three copies of the papers in Rule 5 must be handed to the judges at the time of the performance. Students must be prepared to answer judges' questions about the content and methods of their entries.**

These copies must be retrieved (or others retained) for later stages of the contest. It is always safer to retain an extra copy in case of loss or damage during a contest.

Some additional suggestions.

A performance has special advantages and opportunities for drama and excitement in presentation. The performance must also directly address the historical topic. Topics should be chosen carefully and focused and interpreted so that they can be conveyed well in a performance format. All research information should be gathered before a script is begun. There will always be too much material; selection of ideas and material is an important part of creating any production. Material should be carefully organized. The script for a performance should be concisely and carefully written in order to adequately depict, dramatize, or explain the topic. To avoid confusion, stage directions might be included in the script. The script should not be included with the written materials that students must give the judges. Verbal delivery of a paper or mere commentary on a visual display, for example, does not generally rank high. Talking *about* a famous event or person versus acting out the event or assuming the person's identity are two ways of illustrating the difference.

Oral history, which makes use of taped interviews with people who participated in or observed an event, is an approach that allows a creative choice of subject, editing of interviews, and presentation of background material and illustrations.

Content of the performance is crucial in judging, but the skill in presenting the performance will be an important factor. Dramatic expertise, however, will not be allowed to obscure or substitute for content. Practice is absolutely necessary to a polished performance. A performance may run longer in front of an audience in an unfamiliar location; planning should allow for this contingency.

All items for a performance must be transported to each contest level. Planning should include props, costumes, and scenery that can be handled without extraordinary effort. A check list, anticipating the unexpected, might include materials and tools for possible repairs, such as pins, tape, nails, hammer, or extension cord.

D. MEDIA PRESENTATIONS

All general rules in Part II also apply here.

Rule 1. **Running time for presentations is limited to 10 minutes. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment needed for the presentation. Extra time used will result in a deduction of 10 points.**

A media entry is a presentation that consists of video recordings, motion picture film, slides, filmstrips, or transparencies with or without recorded sound. Live involvement is limited to an oral statement of the title to the audience, if desired, and the running of equipment.

Rule 2. **A live performance with slides, a tape recording, or other media accompaniment must be entered as a performance.**

Rule 3. **All entries must be student-produced. It is assumed that there will be guidance and instruction by school staff. Younger students will probably need more guidance and technical assistance, but in no case may the staff or other adults actually develop and/or produce the entry.**

Rule 4. **Professional photographs, slides, recorded music, etc. may be used, but such items must be integrated into the presentation by the student producers and fully credited. Student participants must narrate all audio portions except when using an oral history tape excerpt, for example.**

Rule 5. **Added exhibits of visual materials are not allowed.**

Rule 6. **An original computer program in any format is an acceptable entry. Students must run the program at the contest within the 10 minute limit and allow the judges to witness the output. Students should also provide judges with 1 printed copy of the program.**

Rule 7. **Students must supply their own equipment (except a screen will be provided if requested on the entry card).**

Rule 8. **A 1 to 2 page description of the ways in which the presentation was researched and developed must be**

provided at the contest. The description should conclude with a paragraph that analyzes the relationship of the topic to historical events, developments, or change, and to the theme itself. The first page of the description must be the title page. The bibliography must be attached to the description.

Rule 9. Three copies of the papers in Rule 8 must be handed to the judges at the time of the presentation. Students must be prepared to answer judges' questions about the content and methods of their entries.

These copies must be retrieved (or others retained) for later stages of the contest. It is always safer to retain an extra copy in case of loss or damage during a contest.

Some additional suggestions.

The quality of a media presentation must be judged on the basis of the chosen media format. Visuals should be planned and prepared carefully so that they carry the presentation. The sound should be clear and audible. The presentation should convey the topic with meaning; the media format should be functional, adding meaning to the presentation. Students should understand the media format they have used in order to be able to answer questions about the actual work of producing and scripting the presentation. Expertise in the media format, however, will not be allowed to substitute for or obscure content limitations.

Given the variety of presentations possible in this category, students are urged to read the suggestions in other category sections for additional helpful information.

Students should have available extra parts, such as bulbs or extension cords, that are crucial to a presentation. If possible, extra copies of films, tapes, etc. would be advisable in case of accidents. Students should be familiar with the equipment that they are using (especially if it is borrowed from school media centers, for example). Practice in advance and a final check of parts, cords, etc. before leaving home are recommended.

All contests are in public areas, and students are solely responsible for the security and safety of their equipment. Arrangements should be carefully made.

The National History Day contest in Washington, D. C., is able to make *limited* video equipment available in *only one judging room.* Special arrangements regarding use and format needs must be made by state winners with the National History Day office *prior to* the national contest. ***All media entrants not providing their own video equipment must be judged in that one room.***

IV. JUDGING PROCEDURES AND CRITERIA

A. PROCEDURES

History Day officials have worked to minimize the inequities that can arise in any contest situation. Students, parents, and teachers should realize that inequities *may* occur, that officials *do* want to be informed about problems, but that decisions of the judges *must* be considered final.

Each separate History Day division and category is judged as a whole by 3 judges using the form pictured. Forms should be returned to students with their certificates.

JUDGE'S RATING CARD
History Day

Entry No. _____
Building _____
Table _____
Time _____

Name _____

School _____

City _____ State _____ Zip _____

Grade _____ Category of Entry _____

Title of Entry _____

Criteria for Judging:

	Superior	Excellent	Good	Honorable Mention	Judge's Score
Historical Quality	60-50	49-35	34-20	19-1	
Quality of Presentation	20-17	16-12	11-6	5-1	
Adherence to Theme and Rules	20-17	16-12	11-16	5-1	

TOTAL _____

Judge's Remarks:

Time constraints often mean that some categories must be judged initially by several teams of judges. Run-offs then become necessary. In such cases the entries judged best by each team of initial judges are rejudged against each other using new judging forms to determine the winning entries in the category. The number of entries in run-offs and procedures for run-off judging vary by contests and categories and are totally within the discretion of the contest officials.

Judges are encouraged--but not required--to question students and to write comments on the judging form.

Judges are encouraged--but not required--to consult with each other in determining individual entry scores. Because judging is always subjective, disparate scores for an entry can occur within a team of judges. This occurrence is beyond the control of contest officials. Disparate scores for entries generally are consistent within a category or judging team and do not affect placement of entries within the category or team. Since new judges evaluate entries at each contest level, scores and ratings can vary greatly. As an entry progresses to state, national, and run-off levels, the need to differentiate between entries often results in a lower score or rating.

B. CRITERIA

1. Adherence to Theme and Rules (20%)

Judgments regarding adherence to theme may result in a maximum deduction of 10 points. See the statement on theme early in this guide.

Failure to adhere to size, time, or total student involvement in running equipment will result in the deduction of 10 points.

No entry will be disqualified for rule infractions. Rule infractions should be corrected, if possible, before a winning entry competes again. Students should carefully read and review general rules and category rules to avoid problems.

Judges consider the following questions in determining the point total within each judging category. Relevant items are also discussed under contest category suggestions.

2. Quality of Presentation (20%)

Is the entry original, creative, and imaginative in subject and implementation? Is all written material (papers, descriptions of projects, performances, and media presentations) clear, grammatical, and correctly spelled and does it display a measure of literary style? Is all visual material (illustrations, projects, props; media presentations) clear and appropriate for the type of entry as well as visually attractive? Do performers in a performance display stage presence?

3. Historical Quality (60%)

Is the entry historically accurate and authentic? Does the entry provide an analysis of the historical data rather than a report of facts? Does the entry demonstrate an understanding of the historical context? Does the entry demonstrate the relationship between the topic and the historical context? Does the bibliography demonstrate wide use of available sources in research? Does the entry demonstrate a critical use of available sources and result in a balanced presentation of materials?

The emphasis in judging the historical quality of an entry has been placed on demonstration in order to avoid forcing judges to assume or untangle relationships in their brief encounter with an entry.

A superior rating generally reflects positive responses by the judges to the preceding questions. The actual point total reflects a finer judgment of these questions.

Important in project, media, and performance categories are the responses of students to judges' questions indicating whether students are familiar with the sources they have used and the methods or materials they have employed in research and production. Ratings reflect the judgment of an entry's faults and strengths measured against the general criteria.

A few examples follow of types of judgments:

- Errors in fact mean lost points; the seriousness and frequency of errors determine how many points are deducted.
- The misuse of material is a serious problem; for example, portraying an incident of legend or folklore as real or using modern furnishings in a 19th century setting.
- Neglecting to use primary sources when they are available is a serious problem; for example, using only secondary accounts of pioneer life and not consulting the numerous published and unpublished original documentary accounts.
- Uncritical and unbalanced presentation of a question without qualification is a serious problem; for example, describing or depicting labor conditions using only the owner's or only the worker's viewpoint.
- Evidence (in a paper or through questioning of a student) that the student has not really used or does not understand items in the bibliography is a serious problem; for example, accepting without question that the promotional brochure or advertising of a company is a true picture.

AFTERWORD

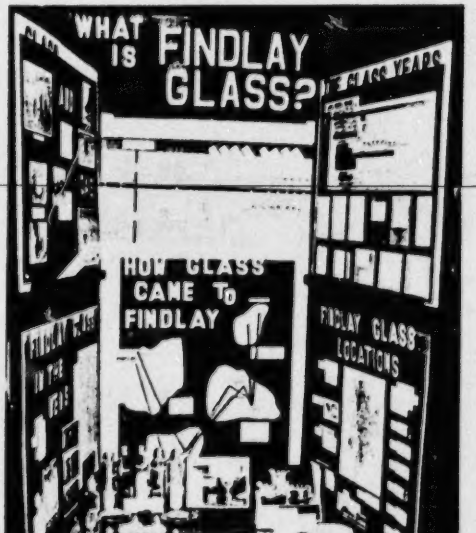
The staff and coordinators of National History Day hope this guide is helpful. After you have read the regulations and suggestions, it is time to get to work. Like thousands of students in the past, you will develop and polish the tools, techniques, and talents for historical research and presentation.

Your own effort in conducting research will lead to new discoveries and knowledge. Expressing that knowledge in one of the History Day formats is an exciting challenge. At the contest, you will have a fine opportunity to meet students from other schools, exchange ideas, and compare the quality of your accomplishments.

Studying history and participating in National History Day is a worthwhile educational experience. Entering National History Day is also fun. Good luck!

This Contest Guide has been revised so that it can be used for several years. Please retain this guide until a new version is issued by the National History Day office.

A winning performance at National History Day, 1981.



A winning project at National History Day, 1982.

For further information, please contact:

NATIONAL HISTORY DAY, INC.
11201 Euclid Avenue
Cleveland, Ohio 44106
216 - 421- 8803

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